

Who are you helping?

The DBTS program aims to inspire children, especially underrepresented minority children, to consider medicine as a profession.

- African Americans, Hispanic Americans and Native Americans comprise nearly one-quarter of the U.S. population.
- In 30 years these groups are expected to make up one-third of the U.S. population.
- Today only 9 percent of physicians and 6 percent of medical school faculty come from these groups.
- Minority physicians are more likely to practice in underserved areas and provide care for minority, poor, underinsured and uninsured patients.

You can show kids by example how they can do something to eliminate health care disparities.



Inspired today.
Physician tomorrow.



Doctors Back to School™

created by the American Medical Association Minority Affairs Section



ama-assn.org/go/dbts

Inspire a student today.

Who was your hero?

Who inspired you to become a doctor? Very likely it was someone who personally touched your life and took the time to make a difference. Now you have the opportunity to do the same for children in your community, through the American Medical Association (AMA) Doctors Back to School™ (DBTS) program.

DBTS helps bring minority physicians and medical students into the community to introduce children to professional role models. These visits show kids of all ages, particularly those from underrepresented racial and ethnic groups, that medicine is an attainable career option for everyone.

Why is DBTS important?

Each DBTS visit increases awareness of the need for more minority physicians—a community service in and of itself. When the field of medicine is both diverse and inclusive, everyone benefits. While our country grows more diverse every day, racial and ethnic minorities still lag behind white Americans on nearly every health indicator, including health care coverage, life expectancy and disease rates. You can help change that.

What can I do?

Share your passion for the profession and become a role model for today's youth. We make it easy to talk to kids about life as a doctor—with just one DBTS classroom visit, you can inspire tomorrow's physicians.

How do I get started?

The AMA is eager to help. We have easy-to-use resources for setting up a visit at a school or a community center, including an action kit with presentation outlines, handouts and checklists. We can also assist you in arranging and coordinating with schools and media outlets.

Visit ama-assn.org/go/dbts to download an action kit and to learn more about getting started.

"I am living proof that early outreach works. If it wasn't for the doctor who inspired me at a minority outreach program in Compton, I may never have dreamed of becoming a physician. But one afternoon in a lab was enough to capture my imagination."

Alice Coombs, MD
Anesthesiology
Sharon, Mass.



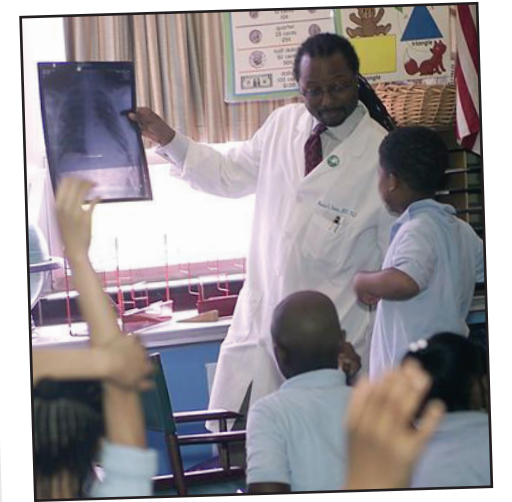
"I talked to sixth and eighth graders who showed their interest the minute I arrived in my white coat. I told them about my humble beginnings and stressed that I was just like them. They asked a lot of questions: 'What was your favorite subject in school?' 'Did you ever have anyone try to tell you that you couldn't be a doctor?' ... I plan on doing this again and again."

Natalie Santiago, MD
Pediatrics
Chicago



"Speaking with students at a local American Indian school, I notice that they have this sense of pride in me, similar to the pride people feel when someone from their country gets an Olympic medal."

Keith Goodluck, MD
Internal medicine
Albuquerque, N.M.



"My message to the students is that they can pursue a career in medicine if that's what they want to do. They just need to work hard and work together, like doctors and nurses, in order to reach their goals."

Maurice Sholas, MD
Pediatric rehabilitation
Atlanta



"Every student from Ms. Marsh's class wrote me a handwritten thank you letter regarding my visit. My favorite was from a fifth-grade boy, who writes that he is now torn on whether to be an NBA star or a doctor."

Lonnie Bristow, MD
President, American Medical Association, 1995–1996
Occupational and internal medicine
Walnut Creek, Ca.

Inspired today. Physician tomorrow.

Tell us about your visit!

The AMA Minority Affairs Section wants to hear about your DBTS visit—email dbts@ama-assn.org or call (312) 464-4743 to share your stories.

Doctors Back to School

created by the American Medical Association Minority Affairs Consortium

Today's Youth – Tomorrow's Physicians



Inspire a Student Today!

Conducting a DBTS Visit

Your goal is to give children from underrepresented minority groups a better idea of what doctors do and to help them recognize that they, too, can become successful members of our profession.

The next few slides will provide basic information on how to set up and conduct a DBTS visit. Detailed information will be available in the DBTS Online Action Kit available at www.ama-assn.org/go/dbts.



Doctors Back to School
created by the American Medical Association Minority Affairs Consortium

Getting Started

- Identify a host school or community organization
(e.g. Your local Board of Education Web site would be a good resource)
- Work with the school or community organization to determine the best the forum for target audience
- Secure a date and time
- Confirm logistical details, such as class size, grade level, parking, etc.

Companion Documents: "Getting Started," "Talking to Prospective Hosts," and "Getting Ready" from the Physician Component of the DBTS Kit



Doctors Back to School
created by the American Medical Association Minority Affairs Consortium

Tips for a Successful Visit

1. Familiarize yourself with the room beforehand.
2. Know your audience, including age, demographics and experience with physicians.
3. Know your material.
4. Bring some “show and tell” items to engage the kids.
(See “Props/Activities” on the next slide.)
5. Have someone introduce you, which will help establish a connection with the students.
6. Relax and be yourself.
7. Concentrate on the message, which is to spark interest in medicine and help students see they are capable of becoming physicians themselves.
8. Involve your audience.
9. Expect the unexpected.
10. Enjoy your presentation!



DBTS Visit Checklist



Forms

- Pre-visit student assessment form
- Post-visit student assessment form
- Post-visit teacher/administrator evaluation form
- Post-visit physician evaluation form
- Parent Information Packet (*Consists of the Parent Letter, Financial Resource List, and Careers in Medicine Resource List – found in the Parent Component of the Online Kit*)

Props/activities

- Stethoscope
- Scrubs
- X-ray film
- Lab coat
- Surgical masks
- “Future Doctor” stickers (*available upon request by sending an e-mail to dbts@ama-assn.org*)
- Activities (*e.g., medical spelling bee words, medical scavenger hunt and medical trivia questions—available upon request by sending an e-mail to dbts@ama-assn.org*)
- Camera (for photos)
- Other props



When the Visit is Done...

- Complete your evaluation form* to let the AMA know what you think
- Tell us about your visit so that we can celebrate your accomplishment and track the number of students reached
- Remember, that you have contributed to making a difference in a child's life and to our society!

* Found in the Physician Component of the DBTS Kit



Doctors Back to School
created by the American Medical Association Minority Affairs Consortium

Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Introduction

Go “back to school” and shape a life

Like many physicians, you may be practicing medicine today because you knew someone who inspired you to follow that path. Now the American Medical Association (AMA) is calling on you to fill a similar role for under-represented minority children in your community by taking part in its Doctors Back to School (DBTS) program.

DBTS sends physicians and medical students into their communities to accomplish two primary goals: to pique young minority students’ interest in medicine by introducing them to “real-life” role models, and to raise awareness of the need for more minority physicians. Taking part in this project, which requires only a small amount of your time, could have lasting benefits for the life of a young person and our medical community. This tool kit provides all of the essentials you will need to participate in this groundbreaking program.

African Americans, Hispanic Americans and Native Americans make up nearly a quarter of the U.S. population today and are expected to make up a third of the population within 30 years—but only 7 percent of physicians and 6 percent of medical school faculty members are from one of these underrepresented groups.

Increasing the number of minority physicians is critical to improving health care delivery throughout the system, and to addressing persistent racial and ethnic disparities in health care. Despite overall improvements in Americans’ health, minority Americans lag behind on nearly every health indicator, including health care coverage, life expectancy and disease rates.

To help raise awareness of the need for more minority physicians, and to sow the seeds of interest for the next generation, we are asking you to set up and conduct a short visit to the school or community organization of your choice. By joining other minority doctors in this program, we can bring a national spotlight to our goal of increasing the number and the influence of minority physicians.

DBTS visits can take place throughout the year. Whether your interaction with students lasts 15 minutes or an hour, your presence will demonstrate that people of color can and do become successful members of the profession.

Use this action kit to help make your experience as easy and rewarding as possible. It includes a checklist, outlines for age-appropriate presentations, and sample forms and letters. “Future Doctor” stickers are available upon request.

Once you have scheduled your DBTS visit, please notify us so we may cite and support your efforts. Contact the AMA at mas@ama-assn.org or (312) 464-4335. Call or email with any questions you may have about the DBTS program.

On behalf of all the young physicians-to-be, we hope you’ll take this special opportunity to get out of the office and into the community. **Thank you!**



Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Introduction

(Continued)

Contact information

As you move forward in planning your DBTS visit, please feel free to contact AMA staff with any questions or comments. Let us know where you are visiting.

Craig W. Johnson
Constituency Group Administrator
Phone: (312) 464-4335

Alexandra Lumakovska
Program coordinator
Phone: (312) 464-5041

American Medical Association
330 N. Wabash, Suite 39-300
Chicago, IL 60611/5885
Email: mas@ama-assn.org



Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Getting started

Finding a host school or community organization

First, choose a place and audience that will work best for you, as the Doctors Back to School (DBTS) program is as much for you as it is for the children. The more comfortable you are, the better the experience will be for everyone.

Your goal is to give children from underrepresented minority groups a better idea of what doctors do and to help them recognize that they, too, can become successful members of our profession. Most schools and organizations that serve large numbers of minority children will be very receptive to this goal and will work with you to provide a forum that works for you and the children.

Things to consider:

- Would you prefer a classroom or assembly format?
- Would you like to speak to children in an after-school program or Sunday school class?
- Would you rather speak to younger children, older children or adolescents?

You can begin your search for a DBTS host by talking with people at community organizations to which you belong. If the organizations themselves do not target young minority children, perhaps other members will know of schools or organizations that would benefit from this event. You also can find community schools through the Internet or your local Yellow Pages.

Once you have chosen an organization, call to introduce yourself to its principal or director. Tell him or her about DBTS and schedule a time for a visit. For your convenience, this kit includes a script to help guide you through this initial conversation. The principal or director at your host organization should be able to shepherd the project through any administrative channels on his or her end or at least direct you to the proper people.

While most schools and community organizations will welcome your visit, they may have their own administrative procedures to follow. We encourage you to contact your chosen school or community organization to set up a date and time as soon as you can.



Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Doctors Back to School visit checklist

Forms (required)

- Pre-visit student assessment form
- Post-visit student assessment form
- Post-visit teacher/administrator evaluation form
- Post-visit physician evaluation form

Props/activities (recommended)

- Stethoscope
- Scrubs
- X-ray film
- Lab coat
- Surgical masks
- “Future Doctor” stickers (available upon request by sending an email to mas@ama-assn.org)
- Activities (e.g., medical spelling bee words, medical scavenger hunt and medical trivia questions—available upon request by sending an email to mas@ama-assn.org)
- Other props



Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Talking to prospective hosts

Introductory talking points

- Hello, my name is _____. I am a physician/medical student who lives/works near your school/organization.
- We at the American Medical Association (AMA) are holding a program called Doctors Back to School where doctors and medical students such as myself go into community schools to encourage young minority children to look at medicine as a career.
- I'd like to talk to someone about setting up a time for me to visit some of the children at your school/organization. Is anyone available at this time?

Questions and answers

What is Doctors Back to School?

Doctors Back to School is an AMA program that aims to encourage children from underrepresented minority groups to look at medicine as a career option. It was created by the AMA's Minority Affairs Section, whose main goal is to increase the number of minority physicians and eliminate minority health disparities. Since the program sends minority physicians and medical students into the community, it's also a great way to introduce kids to professional role models. Currently the AMA is partnering with the Commission to End Health Care Disparities to increase the number of physicians and schools participating in the DBTS program.

When do you want to visit my school/organization?

I would like to visit during the month of _____. Which date and time works best for you? I will send you a follow-up letter than contains background on the Doctors Back to School program (sample letter enclosed, section entitled "Sample confirmation letter to school").

What are underrepresented minorities?

By underrepresented minority groups, we mean those people who are underrepresented in medicine compared to their population in the United States—African Americans, Hispanic Americans and Native Americans, most specifically. Together these groups make up nearly a quarter of the U.S. population today and are expected to make up a third of the population within 30 years—but only 7 percent of physicians and 6 percent of medical school faculty members are from one of these groups.

How about other student groups? Shouldn't they be encouraged to become physicians as well?

We want children of all backgrounds to realize medicine is an option for them, and the more children we encourage to pursue medicine, the better. The reason we are focusing on African American, Hispanic American and Native American children is because these minority groups are still underrepresented in medicine.

Why do we need more minority physicians?

Our country is growing more diverse every day, so it's becoming especially important for physicians to provide culturally responsive health care. Although all physicians aim for "cultural competency," minority physicians are more likely to provide that care. Minority Americans lag behind white Americans on nearly every health indicator, including health care coverage, life expectancy and disease rates. Studies show minority physicians are more likely than white physicians to practice in underserved areas, and they are more likely to care for minority, poor, underinsured and uninsured people.



(Continues on next page)

Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Talking to prospective hosts

(Continued)

What will you talk about?

My main goal is to help students understand that people of color can and do succeed in medicine. I will bring in a few medical props from my practice and try to share my experiences about getting into and practicing medicine.

How long will you need?

I'd like at least 20 minutes, and I will not take more than an hour. Ideally we can work together to find a time frame that works best for you and your students.



Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Getting ready

A pre-visit checklist

The following is a suggested checklist to help you plan your Doctors Back to School (DBTS) visit. Doing as much as possible ahead of time helps ensure that you will be able to focus your full attention on the children during your visit.

Three to four weeks before your visit:

- Identify a school or community organization that serves children in an underrepresented minority group.
- Arrange a date and time with the principal or director to visit a specific class or group of students. If you will be visiting with multiple groups of students, make sure you are given specific times and room numbers for each group.
- Let the AMA-MAS office know about your planned visit by emailing mas@ama-assn.org or calling (312) 464-4335. We would like to track our program's progress by logging and recognizing your visits.
- The AMA will prepare your media alert and work with local media personnel to get your visit promoted. The more planned visits we know about ahead of time, the more successful we will be at promoting the event to local and national media.

Two weeks before your visit:

- Start thinking about your presentation to students. This action kit includes suggested presentation outlines for four different age groups: grades K–3; 4–6; 7–9; and 10–12.
- Decide what, if any, props you will bring. Suggestions include stethoscopes, X-ray films, surgical masks and doctor's coats—items that will promote interest with the students.
- Tell the principal or director whether you will need any special items such as audiovisual equipment.

One week before your visit:

- Confirm the date and time of your visit with the school office and/or the teacher.
- Find out where to park, whom to meet and where.
- Find out about any special school security issues. Will you need to be escorted while you are on school grounds? Will you need to wear any special identification?
- Make sure any special items needed are ready and your schedule is clear for the necessary time frame.
- Finalize and begin rehearsing your presentation.

The day before your visit:

- Mentally review your presentation.
- Place any needed materials in your car or bag. If you can, pack a camera to have someone take photos of your visit.

The day of your visit:

- Arrive early.
- Be prepared for questions by any media personnel covering your visit.
- Relax and have fun!
- Have someone, such as the teacher, introduce you to the students, to help establish a connection.



(Continues on next page)

Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Getting ready

(Continued)

- Involve your audience by asking and encouraging questions.
- If possible, have someone take photographs of you interacting with the group of children. Remember to ask the school about its procedures for parental photo release forms for any photos of children on the DBTS Web site.

Within one week after your presentation:

- Send the teacher and principal a thank you note. A sample is enclosed for your convenience.
- The AMA-MAS office would greatly appreciate any photos you could share for use in future DBTS stories or materials. Please send photos to the AMA Minority Affairs Section by emailing mas@ama-assn.org or mailing them to the **American Medical Association, 330 N. Wabash Ave., Chicago, IL 60611**. Let us know if you want your photos returned.
- Please provide your comments and feedback about the DBTS program by filling out and returning the evaluation form found in this action kit. For your convenience, a business reply envelope is supplied.
- Share your experience with a colleague or medical student and ask them to participate in the DBTS program.



Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Tips for a successful presentation

Just remember—you are taking part in Doctors Back to School to expand children's horizons, not impress them. That said, here are some presentation tips to help you communicate with your group most effectively.

1. Familiarize yourself with the room beforehand.
2. Know your audience, including age, demographics and experience with physicians.
3. Know your material.
4. Bring some “show and tell” items to engage the kids.
5. Have someone introduce you, which will help establish a connection with the students.
6. Relax and be yourself.
7. Concentrate on the message, which is to spark interest in medicine and help students see they are capable of becoming physicians themselves.
8. Involve your audience.
9. Expect the unexpected.
10. Enjoy your presentation!



Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Media clips

The following pages contain articles on the DBTS program that have been published in national and regional periodicals. By reviewing these articles, we hope you gain a broader sense of the national scope of our collective efforts to increase diversity in our profession. If you decide to participate in the DBTS program, the AMA can assist you with media coverage. All you need to provide the AMA-MAS with are the details of your visit and we will do the rest. Send an email to mas@ama-assn.org or call (312) 464-5041 for more information.

American Medical Association press release

November 11, 2011

AMA PHYSICIANS ENCOURAGE NEW ORLEANS HIGH SCHOOL STUDENTS AT 'DOCTORS BACK TO SCHOOL' EVENTS

WHAT: The American Medical Association (AMA) will bring its "Doctors Back to School" program to two New Orleans high schools to encourage minority children to consider becoming physicians. As real-life role models, physicians and medical students will lead discussions and activities at the O'Perry Walker College and Career Preparatory High School and Warren Easton High School.

WHY: African-Americans, Hispanic-Americans, and American Indians make up nearly a quarter of the U.S. population, but only seven percent of physicians are from one of these groups. The lack of diversity in America's physician workforce can adversely affect patients, as many tend to seek physicians that are most like themselves.

WHO: 10 physicians and medical students and approximately 1,000 students will be participating in the Doctors Back to School event.

WHEN: Friday, November 11, 2011
9:00 AM – 11:30 AM CT

WHERE: The O'Perry Walker College and Career Preparatory High School
2832 General Meyer Ave.
New Orleans, LA 70114

Warren Easton High School
3019 Canal St.
New Orleans, LA 70119

Reporters: sign in at main office

Please note that taking photos of students' faces is not permitted.



(Continues on next page)

Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Media clips

(Continued)

American Medical Association press release

February 24, 2010

AMA PHYSICIANS HELP INSPIRE CHICAGO STUDENTS TO BECOME DOCTORS

AMA's 2010 "Doctors Back To School" Program Kicks off in Chicago –Aims to Help Increase the Ranks of Minority Physicians

CHICAGO — The American Medical Association (AMA), in conjunction with the Commission to End Health Care Disparities, today kicks off its 2010 "Doctors Back to School" program at the Daniel Hale Williams Preparatory School of Medicine on Chicago's South Side. At a school where students are focusing on math and science physicians will serve as real-life role models for minority students in grades 7-12.

Hispanic-Americans, African-Americans, and American Indians make up nearly a quarter of the U.S. population today and are expected to make up a third of the population within 30 years. But currently these underrepresented minorities only make up less than seven percent of physicians and six percent of medical school faculty members in the field of medicine.

"We want to encourage all children to pursue careers in medicine," said J. James Rohack, M.D., AMA president and co-chair of the Commission to End Health Care Disparities. "But it is especially important to visit schools that serve our minority communities to let students know that if they want to become physicians, they can do just that."

AMA physicians will lead discussions and activities with students on topics including stress management, exercise, dangers of drug and alcohol use, STDs, HIV, violence and general nutrition.

The "Doctor Back to School" program is part of an ongoing effort to encourage minority students to consider a career in medicine and help increase the number of underrepresented minority students in medical schools. Currently, six additional programs are planned to help inspire minority children in cities across the nation.

Despite overall improvements in Americans' health, minority Americans lag behind on nearly every health indicator, including health care coverage, life expectancy and disease rates. Studies indicate that minority physicians are more likely than white physicians to practice in underserved areas and care for minority, poor, underinsured and uninsured people.

Reports of physician shortages have already surfaced in about half the states, and the future outlook is bleak. The government predicts a shortage of at least 85,000 physicians in just 10 years, increasing the need to inspire a new generation of physicians.



(Continues on next page)

Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Media clips

(Continued)

Psychiatric News

October 2, 2009

Students Learn About Medical Career as Doctors Go 'Back to School'

By Jaqueline Smith, MD

During APA's annual meeting in San Francisco in May, I had the great fortune of participating in a rewarding offering that was not part of the meeting's formal program. As a part of the AMA's "Doctors Back to School" program, I visited the School of Saint Leo the Great across the Bay in Oakland, Calif. The "Doctors Back to School" program encourages minority youth to attend college and then medical school.

APA participates in the program through the Commission to End Health Disparities, of which it is a member. APA's involvement in the program is in conjunction with major APA meetings such as the annual meeting and the Institute on Psychiatric Services. It represents a wonderful and unique opportunity for young students to learn about the rewarding and diverse field of psychiatry in particular and glean more general information about a career as a physician.

More than 60 students from the sixth through eighth grades attended the presentation. Also attending were Marilyn King from the APA Office of Minority and National Affairs, who coordinated the visit; child and adolescent psychiatry resident Dr. Aeva Gaymon-Doomes; recent medical school graduate Dr. Onisha Lawrence; and medical student Byron Young.

After we introduced ourselves, the students wasted no time asking questions.

They wanted to know what our high school and college course loads were and if any of us had ever goofed off in school or made mistakes. We told them about our own choices of courses; for example, I was a biology and psychology major in college. However, we also emphasized that they could choose whatever classes interested them, as long as they met basic requirements for college and then medical school matriculation.

Many of the students were particularly interested in what gross anatomy was like. When one youngster finally asked the question, a murmur rippled through the crowd. We of course gave them the basic spiel about using human bodies, learning the anatomy, and working with partners or as part of a team. But to satisfy their real question—was the course truly gross?—we gave a few more details about the odor in the rooms and what it was like to explore and handle all the organs.

We also discussed other topics such as how we chose our undergraduate colleges and medical schools. For many of us, we wanted to be in particular cities (New Orleans, Atlanta); for others, there were practicalities such as the course offerings or cost; and for some, there were more profound reasons such as where the school's athletic teams ranked and availability of student tickets!

We addressed the importance of balancing work and studies with fun. For my part, I was pretty straight-laced until college when I took time to be in the marching band, play intramural sports, and attend my fair share of parties. Dr. Gaymon-Doomes joined a sorority and met her husband in college.

In explaining why we chose psychiatry as our specialty, the responses included working with at-risk populations and being able to have a diversity of experiences. The two child and adolescent fellows were able to share our experiences as physicians and psychiatrists. We discussed working in settings such as hospitals, clinics, and schools; seeing patients with various diagnoses,



(Continues on next page)

Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Media clips

(Continued)

such as depression or ADHD; and getting to work with parents. Dr. Gaymon-Doomes discussed the use of telepsychiatry to reach rural populations.

These young students were truly an enthusiastic and inquisitive group. One young man who sat in front asked the first question. Even though we made it clear we wanted to hear from everyone, he kept his hand raised almost the entire hour! He and some of the other students stayed and asked us questions after the formal program was over. They even asked to take a group picture with us. Who knew that a psychiatrist could feel like a rock star from time to time?

Though this is generally a program provided at national meetings, resident and medical student APA members should consider implementing the “Doctors Back to School” program in conjunction with local- and state-level meetings and conferences. It is easy to do and takes very little preparation other than setting up the visit. Ms. King and her office will help seek out the schools and set up visits. There is also a tool kit available at the Web site below.

In short, it is fun and serves to inspire youth to believe that they too can become a physician and even a psychiatrist.

More information about the “Doctors Back to School Program” is posted at ama-assn.org/ama/pub/physician-resources/public-health/eliminating-health-disparities/doctors-back-school/doctors-back-school-kit.shtml.



Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Frequently asked questions

More than 500 physicians from across the country requested Doctors Back to School (DBTS) action kits. Thanks to those who shared their experiences with us, enabling us to pass along their tips on what worked well and insights into some common experiences.

Most frequently mentioned challenge for physicians in scheduling a DBTS visit: “Finding a time that would work for everyone.”

Most frequently asked questions by kids during a DBTS visit:

- How long does a doctor have to go to school?
- How much money do you make?
- Did you ever goof off in school or get bad grades?
- Did you always want to be a doctor?
- What do doctors really do?
- To become a doctor, what classes should we concentrate on?
- What do you do when people can't pay you?
- What's your normal workday like?
- How do people get _____? (cancer, diabetes, etc.)
- Do you watch *House*?
- What happens when a patient dies?

What physicians had to say about their DBTS events and experiences:

- “I wasn't prepared for the level of enthusiasm from the students at the school I visited,” said William McDade, MD, PhD. As a graduate of that school, Dr. McDade said he was a particularly welcome “success story” in the eyes of the students.
- Deborah Killingsworth, MD, treasures her “Very Important Person” certificate given to her by the children at Ryer Elementary School in Chicago.
- During a South Carolina grade school visit, Shelia Roundtree, MD, handed out surgical masks to fourth graders. “The goal is to plant a seed in their heads ... motivate them to realize they can do anything they want.”
- In Alabama, Todd Coulter, MD, told students that high grades were “only the beginning. It's your attitude too that determines how far you go.”
- Lonnie Bristow, MD, the first African American AMA president, told his group of elementary students in California, “The reason I came here today is to tell you, if I can do it, you can do it. You just have to make up your mind that you can.”
- In Chicago, Frank Bearden, MD, reassured students that he had wanted to be a baseball player when growing up and didn't become interested in medicine until he was a high school sophomore. “But now,” he said, “I get the same satisfaction from helping a patient that a baseball player gets with that big home run.”

The bottom line—what kids had to say:

- “It was very, very interesting. I really want to be a doctor,” said Alexandra, age 13.
- “That Dr. McDade and the AMA came to our schools makes me know I can grow up to be somebody,” said Marcus, age 12.
- “I want to do tests on viruses and chemicals ... and how they might be able to cure HIV,” said James, age 10.



(Continues on next page)

Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Frequently asked questions

(Continued)

What else you can do to inspire children to think about careers in medicine:

- Set up visits at other schools or grade levels.
- Set up a time when interested kids could visit your hospital, office or clinic.
- Ask your colleagues to schedule DBTS visits.
- Establish a special fund at your alma mater for “future physicians.”
- Be a mentor, wherever you are.



Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Sample presentation outline

Kindergarten through third grade

Children this age are just beginning to develop abstract thinking skills, so concrete props are particularly important when presenting to this age group, to engage children and help them understand what is being presented. Suggested items to bring include: stethoscope, otoscope, ophthalmoscope, reflex hammer and alcohol pads to clean the instruments. Only bring items you feel comfortable letting the children handle or manipulate.

In general, children at this age have difficulty seeing the world from someone else's perspective. As much as possible, frame your talk around the children's own experiences, which can be established through questions and answers. For example, explain some of the typical activities that would occur during a routine check-up. Ask the teacher to provide name tents or a seating chart so you can call on children by name.

Finally, young children have a hard time sitting still for too long. Halfway through your presentation, build in an opportunity for kids to get up and get rid of some of their "wiggles."

Introduce yourself. "I'm a doctor/medical student at [name of institution]."

Ask the class some opening questions. "Who has been to a doctor before? Who knows what doctors do?"

Describe what a doctor does. "Doctors help people take care of their bodies. When people are sick, I try to help them get better. Sometimes I see people when they're feeling okay to help them make sure they don't get sick."

Ask the class: "Who has been sick before? How did you feel? Most of the time you are all healthy, and your body does everything it's supposed to do. But we all get sick sometimes, and doctors have a lot of ways to help you."

Describe the activities of your day and your specialty in a way kids will understand. For example, if you are an anesthesiologist, tell kids, "I help people sleep before operations so they don't feel pain." If you are a medical student, tell the kids about the kind of specialty you want to pursue.

If you brought any medical instruments to share, use them to engage the kids.

Let them touch or use the instruments. For example, if you brought a stethoscope:

- Hold up the stethoscope and ask if anyone knows what its purpose is. (If you are bringing a more unusual item, let kids guess what it is.)
- Tell the kids why doctors use stethoscopes.
- Let kids listen to your heart, explaining why it's important for doctors to hear their hearts.
- Tell kids they can feel their hearts by putting their hands over their chests. Have the kids feel their hearts while they are sitting down, then have them run in place for a bit and feel their hearts again.
- Bring your white coat and reward correct answers by letting kids try it on.

Explain that there are many different kinds of doctors that fix different parts of the body.

Toward the end of your presentation, ask the kids what they think sounds most fun about being a doctor.



(Continues on next page)

Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Sample presentation outline

(Continued)

Explain that being a doctor makes you feel good because you can help people, but it takes a lot of work.

Tell the kids that any of them could be doctors if they want to. The way they do that is by doing well in school now. “I get to do a lot of fun things now, but I had to learn about math and reading, just like you are now. Learning about math and reading now is very important to helping you be a doctor when you grow older. If you want to be a doctor, tell your teacher so he or she can help you.”

Thank the kids and the teacher for letting you visit. Hand out the “Future Doctor” stickers to the children.



Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Sample presentation outline

Fourth through sixth grade

Children this age are better than their younger peers at processing abstract concepts, but they still may need concrete examples to understand them. Props can be effective tools to engage the students and help them understand more sophisticated ideas. Suggested items to bring include: stethoscope, otoscope, ophthalmoscope, reflex hammer and X-ray films.

These students are also better at seeing the world from another person's point of view than younger children are, but you still should use familiar examples to help explain complex ideas so they have a starting point for processing new information. You also can give them basic medical or health problems that require logical, analytical thinking to solve.

Older children in this age group should be encouraged to begin thinking about taking challenging classes to prepare for junior high and high school. Emphasize the importance of math and science courses, even though they may not seem important now. Prior to your presentation, ask the teacher to provide a seating chart so you can call on kids by name.

Introduce yourself. "I'm a doctor/medical student at [name of institution]."

Ask the class some opening questions. "Who has been to a doctor before? Who knows what doctors do?"

Describe what a doctor does.

- Explain that doctors specialize in many different areas, but all are focused on helping people.
- Have kids name any area of the body, inside or out, and tell them what specialties address that area.
- Describe the activities of your day and your specialty in a way kids will understand. If you are a medical student, tell the kids about the kind of specialty you want to pursue.

If you brought any medical instruments to share, use them to engage the kids.

Let them touch the instruments or speculate why they're important to maintaining health. For example, if you brought a stethoscope:

- Most kids this age will know a stethoscope is used to listen to your heart. Ask kids why they think it's important for doctors to hear your heart. Tell them what you are listening for when you listen to your patients' hearts. (If you are bringing a more unusual item, let kids guess what it is.)
- Let kids listen to your heart or their own.
- Have kids find their pulses. Explain how measuring your pulse when you exercise can help you get the most benefit. Cite professional athletes as examples of people who measure their pulse when they exercise.

Another good example of props for kids this age is X-ray films. Bring films of both patients and inanimate objects: chest scans, broken bones, purses with contents. Let them guess what the films show and explain how X-rays work and why it's important for doctors to use X-rays.

If you can, think of a simple medical scenario to involve children and allow them to use their problem-solving skills; that can be a good substitute or complement to props.

Reward correct answers to your questions by allowing that child to try on your white coat.

Toward the last third of your presentation, ask the children what they think sounds most fun about being a doctor.



(Continues on next page)

Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Sample presentation outline

(Continued)

Explain that being a doctor makes you feel good because you can help people, but it takes a lot of work.

Emphasize that every single person in the class has the capacity to become a doctor if he or she is willing to work hard enough.

- Acknowledge that the math and science they are taking now may not seem to have anything to do with medicine, but these subjects are very important to building the knowledge you need to become a doctor.
- “In the coming years, being conscientious about learning and studying in school is the most important thing you can do if you want to become a doctor. Take algebra and as many science classes as you can when you get to junior high and high school. All these things are the first steps to becoming a doctor.”
- “It sounds difficult, but I promise it will pay off even if you decide to do something else, and you’ll still have plenty of time for fun.”

Encourage children to share their college and career goals with teachers and counselors. Put up the following websites on the chalkboard:

- Think College Early: ed.gov/thinkcollege/early/tce_home.htm
- College is Possible: collegeispossible.org
- Tomorrow’s Doctors: aamc.org/students/start.htm

Thank the kids and the teacher for letting you visit. Hand out the “Future Doctor” stickers to those who want them.



Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Sample presentation outline

Seventh through ninth grade

In some ways, kids in this age group are an ideal target for Doctors Back to School (DBTS) presentations because they have entered the stage where they get a voice in the classes they take, and they still have the ability to shape their high school career.

Young people this age have begun forming ideas about who they are and what they want, and they can process more sophisticated ideas. While they do not necessarily need visual aids to help them understand, props will help them visualize medicine and keep them engaged in the presentation. Suggested items to bring include: stethoscope, otoscope, ophthalmoscope, reflex hammer and X-ray films. As with any age group, it is still best to frame your presentation in the context of their lives and experiences. You also can give them simple medical problems that require logical, analytical thinking to solve.

Emphasis with these young people should be on taking challenging courses in high school and going to college. Prior to your presentation, ask the teacher to provide a seating chart so you can call on kids by name when asking or answering questions.

Introduce yourself. “I’m a doctor/medical student at [name of institution].”

Ask the class some opening questions. “When you think of doctors, what do you imagine they do?” (Kids likely will reference pop culture depictions of physicians.)

Acknowledge which of their perceptions are correct and dispel the most outrageous myths.

- Explain that doctors specialize in many different areas, but all are focused on helping people. Ask the kids if they can name any different kinds of specialties.
- Have kids name any area of the body, inside or out, and tell them what specialties address that area.
- Describe the activities of your day and your specialty. If you are a medical student, tell the kids about the kind of specialty you want to pursue.

If you brought any medical instruments to share, use them to engage the kids.

Let them touch the instruments or speculate why they’re important to maintaining health. For example, one physician found kids this age to be interested in X-ray films. You can bring films of both patients and inanimate objects: chest scans, broken bones, purses with contents. Let the kids guess what the films show, and explain how X-rays work and why it’s important for doctors to use them.

A simple medical scenario that involves the students and allows them to use their problem-solving skills can be a good substitute for or complement to props.

Reward correct answers to your questions by allowing that student to try on your white coat.

Toward the last third of your presentation, ask the class what they think sounds most interesting about being a doctor.

Explain that being a doctor makes you feel good because you can help people, but it takes a lot of work. Explain why all the hard work is worth it.

Emphasize that every single person in the class has the capacity to become a doctor if he or she is willing to work hard enough.



(Continues on next page)

Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Sample presentation outline

(Continued)

“Right now, you all should start thinking seriously about going to college, which you absolutely must do if you want to become a doctor. And even if you have no interest in being a doctor, college will still help you get jobs you would never be able to get without a degree.”

- Ask kids to share what their least favorite school subjects are. (Usually it will be subjects they are struggling with.) Share which subject brought you the most grief when you were their age, or some other story about an academic difficulty you overcame.
- Emphasize the importance of building a strong foundation in math, science and English. Acknowledge that the math and science they are taking now may not seem to have anything to do with medicine, but these subjects are critical to building the knowledge you need to become a doctor.

Encourage kids to talk to teachers and counselors about their college and career goals. If they are truly interested in medicine, encourage them to look for volunteer programs at the local hospital or health care center. Put the following websites on the chalkboard:

- Think College Early: ed.gov/thinkcollege/early/tce_home.htm
- College is Possible: collegeispossible.org
- Tomorrow's Doctors: aamc.org/students/start.htm

Thank the kids and the teacher for letting you visit. Hand out the “Future Doctor” stickers to those who want them. Kids this age may think they’re too “cool” for stickers, but some don’t!



Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Sample presentation outline

Tenth through twelfth grade

When talking to young people in this age group, perhaps the most important thing to focus on is encouraging them to prepare for college. Those in their early high school years should be reminded that they need to take challenging course work as soon and often as possible, while those almost through must know they still have many options, even if they did not perform well academically during high school.

Young people this age may have very strong ideas about who they are and what they want, or they may be feeling confused because they don't. You can help by not only showing them medicine as a route to take but also providing a voice from the professional world and acting as a sounding board for them to share their ideas about college and its relevance.

As with any age group, it is still best to frame your presentation in the context of their lives and experiences. You also can give them simple medical problems that require logical, analytical thinking to solve. A seating chart provided by the teacher will help you call on students by name when asking or answering questions.

Introduce yourself. "I'm a doctor/medical student at (name of institution)."

Ask the class some opening questions. "When was the last time you saw a doctor on TV or in the movies? What was he or she doing? How does that image fit with what you think doctors do in real life?"

Acknowledge which of their perceptions are correct and dispel the most outrageous myths. Explain there are many avenues to pursue in medicine. In patient care alone, doctors can focus on age groups, certain areas of the body or certain diseases. There also are opportunities in research and academics.

If you brought any medical instruments to share, use them to engage the students. Let them touch the instruments or speculate why they're important to maintaining health. If you can, think of a hypothetical medical scenario involving the prop and encourage class members to use their problem-solving skills.

As kids are looking at the prop, or after they are through solving the case study, describe the activities of your day and your specialty. If you are a medical student, tell the kids about the kind of specialty you want to pursue and why.

Emphasize that each and every individual in the class has the capacity to become a doctor if he or she are willing to work hard enough. Tell them it's never too late—and advise them on how to fill any academic gaps.

Ask the students how many plan to go on to college. Ask one person who plans to go why he or she plans to go, and what he or she plans to do.

Explain that you could not have been a physician without going to college. Give a brief educational history—make sure to cite the hard classes or periods and how you overcame or endured them.

It takes both planning and hard work to become a doctor. Encourage them to talk to their teachers or counselors about going to college.

Tell students even if they have not done very well, even if they are seniors, that they still can become doctors or at least go on to college if they are willing to take classes over or go on to community college. Cite examples of physicians you know who came into medicine late, or who did not initially do well in school.



(Continues on next page)

Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Sample presentation outline

(Continued)

Ask the students what they think sounds most interesting about being a doctor. Tell them what you think is the most interesting.

Explain that being a doctor makes you feel good because you can help people, but it takes a lot of work. Explain why all the hard work is worth it. Acknowledge that the math and science they are taking now may not seem to have anything to do with medicine, but these subjects are critical to building the knowledge you need to become a doctor.

Explain that there are a number of social and financial resources available for becoming a doctor and going to college. If they are truly interested in medicine, encourage them to look for volunteer programs at the local hospital or health care center. Encourage them to talk to teachers and counselors about their goals. The following sites also have good information—write them on the chalkboard for the students to take down:

- Think College Early: ed.gov/thinkcollege/early/tce_home.htm
- College is Possible: collegeispossible.org
- Tomorrow's Doctors: aamc.org/students/start.htm
- Becoming an MD: ama-assn.org/go/becominganmd

Thank the kids and the teacher for letting you visit. Hand out the “Future Doctor” stickers to those who want them. Kids this age may think they’re too cool for stickers, but some don’t!



Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Student evaluation form

Pre-visit

Please answer the questions below before the presentation begins.

Thank you!

1) Do you currently know someone who works in the medical field as a doctor, nurse or other health professional? Check one.

- Yes No Don't know

2) How interested are you in getting a job in the medical field as a doctor, nurse or other health professional?

Circle the number that matches your level of interest:

Never	Not very interested	Neutral	Somewhat interested	Very interested
1	2	3	4	5

3) Do you agree with the following statement: I know what you need to do in order to get a job in the medical field as a doctor, nurse or other health professional?

Circle the number that matches how you feel about the above statement:

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

4) What do you think is the most rewarding part about working in the medical field as a doctor, nurse or other health professional? Check the appropriate box.

- Ability to offer service and support to others
 Ability to save lives
 Constantly learning
 Appreciation for medical science
 Teach students and patients about medicine
 Good salary

5) What do you think is the greatest challenge to getting into the medical field as a doctor, nurse or other health professional? Check the appropriate box.

- Taking the required science classes
 Getting a high enough grade point average (GPA) to get into a medical program
 Taking an admissions test (such as the MCAT)
 Preparing the application to get into a medical program
 Paying for a medical program



Responses on this evaluation form may be included in AMA-created promotional materials.
Any and all contact information provided will be kept confidential and removed prior to publication.

Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Student evaluation form

Post-visit

We hope you enjoyed your Doctors Back to School experience. Please tell us what you think by answering the questions below. **Thank you!**

1) Do you feel you learned something new about working in the medical field?

- Yes No Don't know

2) Did this experience change your interest level in terms of getting a job in the medical field as a doctor, nurse or other health professional? Check the appropriate box.

- I am now interested in working in the medical field as a result of this experience.
 I was—and still am—interested in working in the medical field.
 I am not interested in working in the medical field.

If you answered “I am not interested in working in the medical field,” can you tell us why?

3) Do you agree with the following statement: I know what you need to do in order to get a job in the medical field as a doctor, nurse or other health professional?

Circle the number that matches how you feel about the above statement:

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1	2	3	4	5

4) What do you think is the most rewarding part about working in the medical field as a doctor, nurse or other health professional? Check the appropriate box.

- Ability to offer service and support to others
 Ability to save lives
 Constantly learning
 Appreciation for medical science
 Teach students and patients about medicine
 Good salary

5) What do you think is the greatest challenge to entering the medical field as a doctor, nurse or other health professional? Check the appropriate box.

- Taking the required science classes
 Getting a high enough grade point average (GPA) to get into a medical program
 Taking an admissions test (such as the MCAT)
 Preparing the application to get into a medical program
 Paying for a medical program

6) Please feel free to write any additional comments about the DBTS program on the back of this sheet.

Responses on this evaluation form may be included in AMA-created promotional materials. Any and all contact information provided will be kept confidential and removed prior to publication.



Doctors Back to School

created by the American Medical Association Minority Affairs Section

Sample confirmation letter to school

It's easy to introduce yourself and the DBTS program to the school of your choice. Visit ama-assn.org/go/dbts to download an electronic version of this confirmation letter, which you can fill in, print out and mail directly to the appropriate school administrator.



Date _____

From _____

To _____

Regarding: Doctors Back to School

As an educator or community leader, you recognize that every child has the potential to achieve. Showing young people the different paths available to them is an important part of helping them achieve that potential.

Through the American Medical Association (AMA) Doctors Back to School (DBTS) program, I want to introduce your students to the field of medicine. The DBTS program allows minority physicians from across the country to visit schools in their communities to encourage young people, especially those in underrepresented minority groups, to pursue medical careers.

The AMA hopes DBTS will sow the seeds of interest that will eventually increase the number of minority physicians. African Americans, Hispanic Americans and Native Americans make up nearly a quarter of the U.S. population today and are expected to make up a third of the population within 30 years—but only 7 percent of physicians and 6 percent of medical school faculty members are from one of these underrepresented groups.

Increasing the number of underrepresented minority physicians is key to improving health care delivery and to eliminating persistent racial and ethnic health disparities in America. Despite overall improvements in our health, minority Americans lag behind on nearly every health indicator including health care coverage, life expectancy and disease rates.

The AMA believes young students from underrepresented groups need to meet—not just hear about—real-life African American, Hispanic American and Native American physicians who can share stories about their own experiences and perhaps inspire these students to follow the same path. Your school's participation in the DBTS program will help us meet that objective.

Thank you for your participation in this important event. I look forward to working with you and meeting your students. I will contact you shortly to discuss this further. In the meantime, please feel free to contact me.

Sincerely,

Physician/medical student name _____

Phone number _____

Email _____

Pager _____

Doctors Back to School

created by the American Medical Association Minority Affairs Section

Sample photo release form

If you take photographs during your visit, please ask your contact at the school or church about photo release forms for the students. If the school and church does not have their own photo release form, which parents often sign at the beginning of the school year, visit ama-assn.org/go/dbts to download the sample form below.



Consent and release for use of photographs

(Minors)

The undersigned parent/legal guardian of the child/children named below hereby consents to and authorizes any lawful use and reproduction by the American Medical Association (AMA), of all photographs of my child/children taken on

_____ at _____
(date) (location/event)

The undersigned understands that neither I nor my child/children will be paid for such photographs and I agree not to make any claims against the AMA relating to or arising out of the taking of the photographs or any use of such photographs by the AMA.

Parent/guardian (please print)

Name _____ Signature _____

Child/children

Name(s) _____ Date _____

Name(s) _____

Doctors Back to School

created by the American Medical Association Minority Affairs Section

Sample “thank you” letter

Be sure to follow up your DBTS visit with a thank you letter. Visit ama-assn.org/go/dbts to download this sample letter, which you can customize, sign and return to the participating school.



Oct. 1, 2014

Jane Smith
Principal
ABC Elementary School
123 Main Street
Anyville, US 00000

Dear Ms. Smith,

Thank you for hosting my Doctors Back to School visit on Sept. 9. The students and I had a great time together. It was an incredibly rewarding experience.

Increasing minority representation in medicine will be necessary to ensure the best, most appropriate care for our increasingly diverse population. Your participation in Doctors Back to School has played an important role in raising awareness of the need for more minority physicians and sowing the seeds of interest for the next generation of potential doctors. I hope to welcome one of your students as a colleague someday. Many thanks for your warm welcome and cooperation.

Sincerely,

Mary Brown, MD
Physician, Memorial Hospital

American Medical Association 330 N. Wabash Ave., #39-300 Chicago IL 60611-5885
(312) 464-4335 www.ama-assn.org

Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Evaluation form

Teacher/Administrator name (optional)

Thank you for allowing the American Medical Association (AMA) to schedule a Doctors Back to School (DBTS) visit at your school. Our program works to encourage minority students whose groups are currently underrepresented in medicine to consider careers as physicians. We hope the students enjoyed their time with the physicians and were able to learn more about what it takes to become a doctor. Please take a few minutes to fill out this questionnaire so we can make future DBTS events as successful and enjoyable as possible. We greatly appreciate your feedback.

Thank you!

1) How would you rate the overall experience of your DBTS visit?

- Excellent Good Satisfactory Fair Poor

2) Do you feel the DBTS program is a good way to encourage children to consider a career in medicine?

- Yes No

Why or why not? _____

3) If the AMA were to provide incentives for your school, what resources (software or books on science and medicine, backpacks, school supplies, etc.) would be most helpful?

4) Would you like to see this program offered again at your school?

- Yes No

Why or why not? _____

5) What do think would make this program better? (Check all that apply.)

- Assembly-style format Individual classroom visits More frequent visits
 Longer time for visit Shorter time for visit Handouts/giveaways
 Structured activities
 Other (please specify) _____

Please add any additional comments here. You also may send comments to mas@ama-assn.org.



Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Financial resource list

Few students can afford to pay for college without some form of education financing. Listed below is information that may be useful as you plan for paying for your child's education.

Scholarships

Scholarships (undergraduate) and fellowships (graduate) help students pay for their education. Scholarships and fellowships do not have to be paid back. Many are given out each year.

Generally, scholarships and fellowships are given to students with special qualifications. These include:

- Financial need
- Academic, athletic or artistic talent
- Students interested in certain fields of study
- Students who are members of underrepresented groups
- Students who live in certain areas of the country

Student loans

An education loan must be repaid, with interest. Education loans include:

- Student loans (e.g., Stafford and Perkins loans)
- Parent loans (e.g., PLUS loans)
- Private student loans (also called alternative student loans)
- Consolidation loan (allows the borrower to lump all loans into one for simplified payment)

More information is available through the AMA Web site (ama-assn.org/go/financialaid) and the U.S. Department of Education Web site (ed.gov).

Saving for college

Parents should expect to pay at least one-half to two-thirds of their children's college costs through a combination of savings, current income and loans. Gift aid from the government, the college or university and private scholarships accounts for only about one-third of total college costs.

It is very important that parents start saving for their children's education as soon as possible. The sooner you start saving for college, the more time your money will have to grow. Remember, it is less expensive to save for college than to borrow.

Even if college is just a year or two away, it is never too late to start saving. There are tax benefits to saving in a section 529 college savings plan or a prepaid tuition plan, and every dollar you save is a dollar less you'll need to borrow.

Section 529 college savings plans are one of the best college savings vehicles, in large part because control over the account remains with the parent. Other advantages include:

- Tax advantages
- Low impact on need-based financial aid
- Flexibility
- High contribution limits
- Lack of income phaseouts



(Continues on next page)

Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Financial resource list

(Continued)

Listed below are just some of the ways you can save for college.

- Section 529 plans: finaid.org/savings/529plans.phtml
- Credit card rebate and loyalty programs: finaid.org/savings/loyalty.phtml
- Savings social networking programs: finaid.org/savings/socialnetworking.phtml
- CollegeSure CD from College Savings Bank:
finaid.org/savings/collegesavingsbank.phtml
- U.S. Treasury Savings Bonds: finaid.org/savings/bonds.phtml
- Coverdell Education Savings Accounts (formerly known as Education IRAs):
finaid.org/savings/coverdell.phtml
- Saving in the parents' names: finaid.org/savings/parentname.phtml
- Section 2503(c) Minor's Trust: finaid.org/savings/2503ctrust.phtml
- Crummey Trust: finaid.org/savings/crummey.phtml
- Variable life insurance policies (using the cash value of your variable life insurance policy):
finaid.org/savings/variablelife.phtml
- Home equity line of credit: finaid.org/savings/homeequity.phtml

Disclaimer: The American Medical Association (AMA) does not offer financial guidance and counseling, and the information included in this document is provided for informational purposes only. Individuals should consult with a professional financial adviser. Please note that a listing here does not indicate endorsement by the AMA. The AMA is not responsible for content on non-AMA websites.



Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Careers in medicine— resource list

Being a physician is a rewarding career. Physicians care for people in a variety of settings; they can also research, teach and consult. Personal, intellectual and financial benefits go along with being a physician: however, becoming a physician takes patience and hard work. It also involves many years in school—undergraduate education, medical school and graduate medical education.

- **Undergraduate education**—four to five years at a college or university to earn a BS or BA degree. Students choose a program with a strong focus on basic sciences. This could include biology, chemistry and physics.
- **Medical school**—also known as undergraduate medical education. This involves four years of education at one of the accredited U.S. medical schools. After finishing medical school, students earn a Doctor of Medicine (MD) degree.

Note: Some physicians receive a doctor of osteopathic medicine (DO) degree from a college of osteopathic medicine. Osteopathic medicine takes a “whole person” approach to health care, instead of just treating specific symptoms.

- **Residency program**—also known as graduate medical education. Through a national matching program, newly graduated MDs enter into a residency program in the specialty they have selected. Residency programs involve training under the supervision of senior physician educators. Programs can take three to seven years or longer to finish. How long a program takes depends on the specialty chosen. For example, family practice, internal medicine and pediatrics require three years of training, while general surgery requires five years.
- **Fellowship**—some doctors who want to become highly specialized in a certain field complete one to three years of additional training in a subspecialty. Examples of these fields could be gastroenterology or child and adolescent psychiatry.

Once education and training is completed, a doctor must obtain a license to practice medicine in the state in which they are planning to practice. Most physicians also choose to become board certified. This means that the doctor has been tested to assess his or her knowledge, skills and experience in a specialty. This also means that the doctor is viewed as qualified to provide quality patient care in that specialty.

Learning does not stop when physicians finish their training. Doctors go on to receive credits for continuing medical education (CME). Some states require a certain number of CME credits each year. This helps to make sure the doctor’s knowledge and skills stay current. CME requirements vary by state, by professional organization and by hospital.

What does it take to enter and succeed in medical school?

- Hard work, desire, and dedication
- Motivation and intelligence
- Well-rounded high school and college education, including classes related to the study of human beings
- Completion of certain college courses
- Good academic performance (including high grade-point average between 3.5 and 4 on a 4-point scale)
- Timely and successful performance on the Medical College Admission Test (MCAT)
- Evidence of interest in service
- Leadership skills
- Good communication skills

Visit ama-assn.org/go/becominganmd for more information on becoming a doctor.



Name (optional)

Date of visit

Doctors Back to School™

created by the American Medical Association Minority Affairs Section

Evaluation form

(Physician/Medical student/
Health services professional)

Do you know of other physicians who might be interested in the DBTS program? Let us know! Simply provide the physician's name and home state and the AMA will be in touch with further information.

We hope you enjoyed your Doctors Back to School (DBTS) experience. As you know, the purpose of this important AMA program is to encourage students from minority groups that are currently underrepresented in medicine to consider a career as a physician. Please take a few minutes to fill out this questionnaire so we can make future DBTS events as successful and enjoyable as possible. We greatly appreciate your feedback. **Thank you!**

- 1) Was this your first DBTS visit?
 Yes No
- 2) How would you rate your overall experience of your DBTS visit?
 Excellent Good Satisfactory Fair Poor
- 3) To what grade level of students did you present? _____
- 4) What was most challenging about setting up your visit? Check all that apply.
 Getting through the school/organization's bureaucracy
 Finding a school/organization to host me
 Finding a time that worked for me
 Finding a time that worked for the school
 Other: _____
- 5) Which components of the kit did you find most helpful? Check all that apply.
 Introduction Script and Q&A for talking to schools
 Checklist Presentation tips
 Media clips Sample presentation outlines
 Not applicable
- 6) Is the DBTS program a good way to encourage children to consider a career in medicine?
 Yes No
 Why or why not? _____

- 7) What other kinds of programs should the AMA consider to increase underrepresented minorities in medicine? _____

- 8) How do you feel about the AMA overall? _____

- 9) What would you describe as the most effective part of your DBTS program? The least?

Please add any additional comments here, such as suggestions for how we can recruit more physicians to participate, advice for other physicians taking part in the event or any comments about your own visit. If you have photos from your visit or additional comments, please send them to mas@ama-assn.org.



The AMA-MAS—working for minority physicians and patients

Leading policy development on important minority issues

The American Medical Association (AMA) Minority Affairs Section (MAS) has a representative delegate in the AMA House of Delegates. This voice enables the AMA-MAS to spearhead new and expand existing AMA policies on increasing diversity in medical education, eliminating racial and ethnic health disparities and collecting minority outcomes data—making the AMA a stronger advocate for our patients and our members.

Promoting mentoring/medical student outreach

- The AMA Foundation **Minority Scholars Awards** provide scholarships of \$10,000 to medical students selected by the AMA-MAS from underrepresented minority groups.
- The AMA-MAS **Transitioning to residency: What medical students should know** resource guide assists students in making a successful match.
- The AMA-MAS also works with students through the Medical Student Section minority issues committee.

Working to increase the number of underrepresented minority physicians

The AMA-MAS Doctors Back to School program focuses on getting minority physicians to serve as role models for children of color in their local communities. The AMA-MAS action kit helps participants spread the message.

Strengthening advocacy on minority legislative issues

The AMA-MAS works with the AMA Council on Legislation and other groups to identify and analyze federal legislation aimed at increasing minority health research and supporting minority physicians.

Increasing the influence of minority physicians in organized medicine

With several thousand members, the AMA-MAS serves as a platform for supporting minority physicians in leadership positions. Our extended leadership network and grassroots elections offer members new opportunities to contribute their talents.

Working with key stakeholder organizations

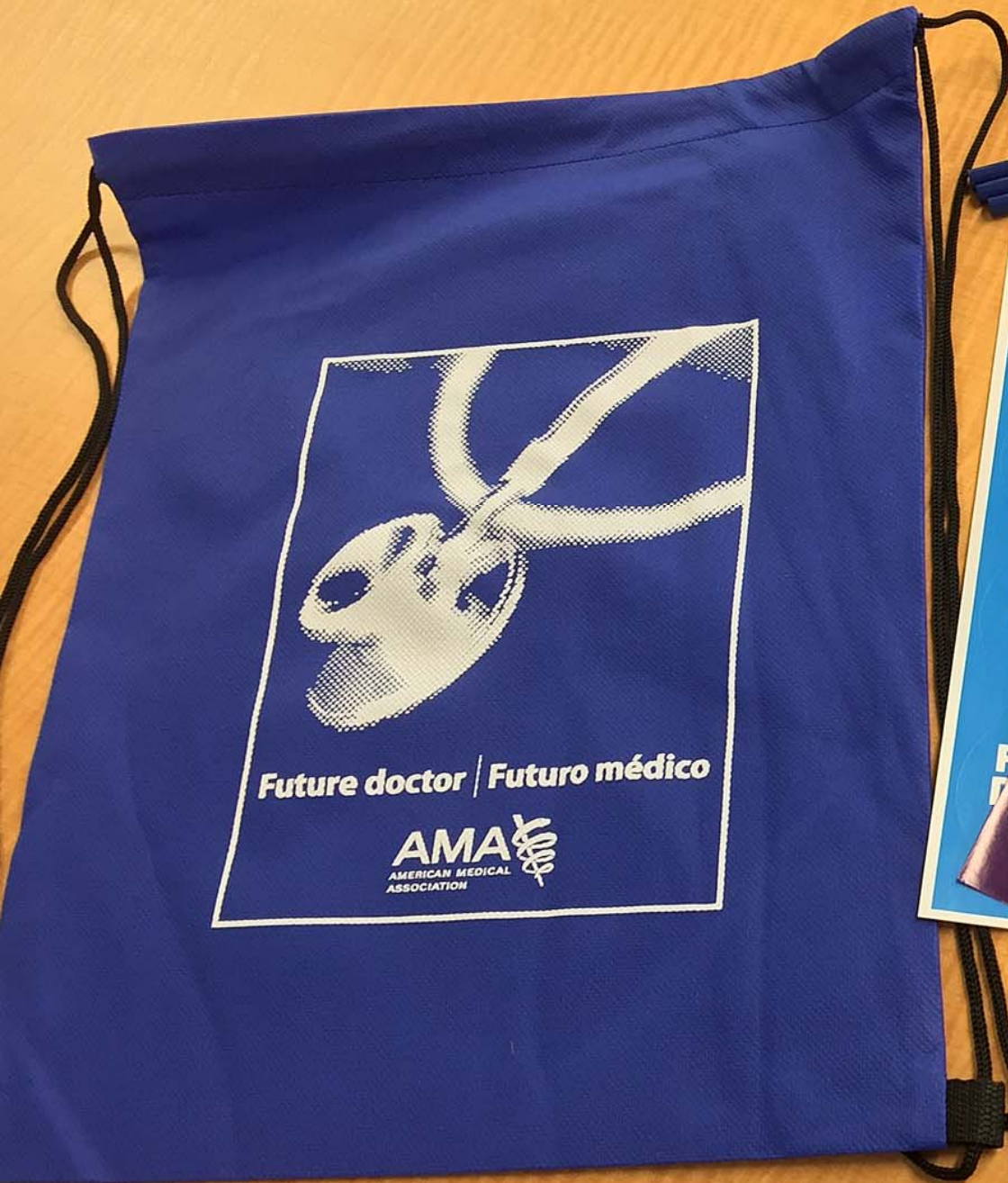
Through their designated positions on the AMA-MAS Governing Council, the National Medical Association, the National Hispanic Medical Association and the Association of Native American Physicians collaborate with the AMA to address the critical issues facing minority physicians and patients.

Please join us! Together we are stronger.

Please contact us:

AMA Minority Affairs Section
330 N. Wabash Ave., Suite 39-300, Chicago, IL 60611-5885
(312) 464-4335; fax: (312) 464-5845
Email: mas@ama-assn.org
ama-assn.org/go/mas





Future doctor | Futuro médico



Future doctor
Future doctor
Future doctor



Future Doctor
AMA

Future Doctor
AMA

Futu
Doc
AM

F
F

Future Doctor
AMA

Future Doctor
AMA

Future Doctor
AMA

Future Doctor
AMA

Future Doctor
AMA

Future Doctor
AMA

Future Doctor
AMA

Future Doctor
AMA

Future Doctor
AMA

Future Doctor
AMA

Future Doctor
AMA

Future Doctor
AMA



Futuro médico
Futuro médico

AMA Doctors Back to School™
MEDICAL SPELLING BEE

Words for Medical “Spelling Bee”

1st Grade

skin	blood	bone
toe	hand	foot
feet	hair	eye
nose	ear	neck
mouth	cold	sick
hurt	fever	leg
arm	back	face
head	body	ill

Note: For all grade levels, these words can used to play the game “Wheel of Fortune” which can serve as a fun way to build the children’s medical vocabulary!

AMA Doctors Back to School™
MEDICAL SPELLING BEE

Words for Medical “Spelling Bee”

2nd Grade

skin	blood	bone
toes	hand	foot
finger	hair	eyes
nose	ears	neck
mouth	cold	sick
hurt	fever	leg
arm	back	face
head	body	doctor
ankle	cough	fever

Note: For all grade levels, these words can used to play the game “Wheel of Fortune” which can serve as a fun way to build the children’s medical vocabulary!

AMA Doctors Back to School™
MEDICAL SPELLING BEE

Words for Medical “Spelling Bee”

3rd Grade

skin	blood	bone
throat	foot	hand
feet	hair	heart
nose	liver	neck
mouth	cold	sick
hurt	fever	lung
arm	back	face
chest	body	doctor
headache	cough	fever
doctor	illness	health

Note: For all grade levels, these words can used to play the game “Wheel of Fortune” which can serve as a fun way to build the children’s medical vocabulary!

AMA Doctors Back to School™
MEDICAL SPELLING BEE

Words for Medical “Spelling Bee”

4th Grade

artery	microscope	fracture
bacteria	skull	skeleton
sneeze	bladder	valve
procedure	intestine	infection
blood	tissue	diagnosis
heredity	membrane	syndrome
muscle	vitamin	marrow
nourish	muscle	asthma
surgery	kidney	vessel
injury	therapy	medicine
symptom	shoulder	fibula
illness	cerebrum	abdomen
headache	cough	fever
diabetes	virus	healthy

Note: For all grade levels, these words can used to play the game “Wheel of Fortune” which can serve as a fun way to build the children’s medical vocabulary!

AMA Doctors Back to School™
MEDICAL SPELLING BEE

Words for Medical “Spelling Bee”

5th Grade

tumor	chronic	artery
glucose	microscope	cartilage
stethoscope	bacteria	skull
esophagus	hormones	diabetes
bladder	valve	procedure
intestine	infection	vertigo
glucose	immunization	cardiac
tissue	diagnosis	heredity
membrane	syndrome	muscle
vitamin	marrow	anemia
nourish	asthma	coronary
incision	congestion	vessel
therapy	orthopedic	symptom
cancer	cellular	fibula
optician	cerebellum	syndrome
disorder	insulin	abdomen
amputation	headache	urinary

Note: For all grade levels, these words can used to play the game “Wheel of Fortune” which can serve as a fun way to build the children’s medical vocabulary!

AMA Doctors Back to School™
MEDICAL SPELLING BEE

Words for Medical “Spelling Bee”

6th Grade

tonsillitis	tumor	chronic
artery	microscope	cartilage
stethoscope	bacteria	esophagus
bladder	valve	procedure
intestine	infection	vertigo
glucose	immunization	tissue
diagnosis	heredity	membrane
syndrome	dysfunction	muscle
vitamin	penicillin	marrow
anemia	nourish	anorexia
asthma	deficiency	coronary
incision	embryo	congestion
vessel	tuberculosis	therapy
orthopedic	symptom	leukemia
pediatrician	cellular	sternum
optician	cerebellum	disorder
abdomen	amputation	peripheral
headache	urinary	neurology

Note: For all grade levels, these words can used to play the game “Wheel of Fortune” which can serve as a fun way to build the children’s medical vocabulary!

AMA Doctors Back to School™
MEDICAL SPELLING BEE

Words for Medical “Spelling Bee”

7th Grade

tonsillitis	tumor	chronic
artery	thoracic	microscope
cartilage	stethoscope	bacteria
skull	esophagus	hormones
bladder	valve	procedure
intestine	infection	vertigo
glucose	immunization	larynx
tissue	diagnosis	heredity
membrane	syndrome	dysfunction
muscle	vitamin	penicillin
marrow	anemia	pneumonia
nourish	anorexia	asthma
deficiency	coronary	incision
congestion	vessel	tuberculosis
therapy	orthopedic	symptom
leukemia	pediatrician	cellular
fibula	optician	cerebellum
femur	disorder	sternum
hemorrhoid	abdomen	amputation
peripheral	headache	urinary
hypoglycemia	neurology	thyroid

Note: For all grade levels, these words can used to play the game “Wheel of Fortune” which can serve as a fun way to build the children’s medical vocabulary!

AMA Doctors Back to School™
MEDICAL SPELLING BEE

Words for Medical “Spelling Bee”

8th Grade

tonsillitis	tumor	chronic
artery	thoracic	microscope
cartilage	stethoscope	bacteria
skull	esophagus	hormones
bladder	valve	procedure
intestine	infection	vertigo
glucose	immunization	larynx
tissue	diagnosis	heredity
membrane	syndrome	dysfunction
muscle	vitamin	penicillin
marrow	anemia	pneumonia
nourish	anorexia	asthma
deficiency	polyp	coronary
incision	embryo	congestion
vessel	tuberculosis	therapy
orthopedic	symptom	leukemia
pediatrician	cellular	fibula
optician	cerebellum	ulna
disorder	adolescence	hemorrhoid
abdomen	amputation	peripheral
headache	urinary	hypoglycemia
neurology	aneurysm	thyroid

Note: For all grade levels, these words can used to play the game “Wheel of Fortune” which can serve as a fun way to build the children’s medical vocabulary!